

TEACHERS' BELIEFS ABOUT TEACHING ENGLISH

FOR YOUNG LEARNERS

BACHELOR THESIS



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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

AHMAD DAHLAN UNIVERSITY

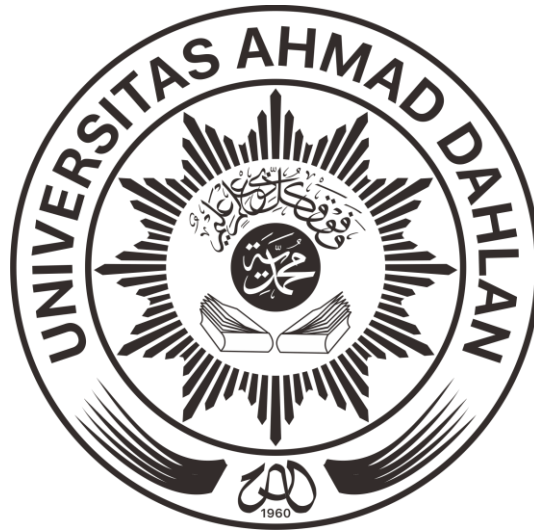
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Submitted to the Faculty of Teacher Training and Education
Universitas Ahmad Dahlan Yogyakarta as a Partial Fulfillment of the Requirements
for the Attainment of *Sarjana Pendidikan*



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MOTTO



إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

“Verily! Allah will not change the condition of a people unless there is a change of what is in themselves.” [Ar-Ra’d: 11]

“I learn a lot of mistakes,
so I really love to find more problem
to learn more.
Don’t study with a fear of failing,
Study with a hope of succeeding”

-Hari-

DEDICATION

By saying Bismillah, I dedicate my work to:

1. My beloved parents, Mr, Tjondro Sukmono and Mrs. Sri Hariyani who have raised me and always supported me to always be able to achieve the future and become a useful person for myself and others. Thank you very much for giving all the affection to me without ever complaining until now
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Praise and gratitude the researcher pours into the presence of Allah SWT, who has given His mercy and guidance to the researcher so that this research can be completed properly. Shalawat and salam are always poured out to prophet Muhammad SAW, who has brought mankind to the bright ages.

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It is a prayer that the help and good deeds given to the researcher get the reward and pleasure of Allah SWT. The researcher realizes this research is far from perfection. Therefore, the criticism and advice that builds the researcher expects for the perfection of this research.

Yogyakarta, 16 June, 2023

Researcher, 


Satrio Hari Wicaksono

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ABSTRACT

The teaching and learning of English should be optimized during the planning and execution of a class. The way the English lesson is structured primarily reflects the teachers' beliefs. As a result, since the instructors' beliefs will have a substantial impact on how they teach and learn English in the classroom, they are important. Particularly when teaching English for young learners in elementary schools, teachers' beliefs are supposed to be compatible with the unique qualities of the students, which differ from those of teenagers or adults. The objective of this study is to find out the teachers' beliefs about teaching English for young learners.

The qualitative approach was used in this research. The qualitative approach was chosen because it provided participants a voice to explain their interpretations of the beliefs of the teachers that underlie their actions and attitudes in the primary classroom. There were five English teachers in Muhammadiyah elementary schools as participants of this research. The collecting data technique was face to face interview asking about the teachers' identity, teachers' method in teaching English for young learners, teachers' obstacles in teaching English for young learners and teachers' solution in teaching English to young learners to find out the teachers' belief. The results of the interviews obtained were transcribed and classified to find out the teachers' beliefs about teaching English for young learners.

The findings of this research reveal the teachers' beliefs on teaching English to young learners. Their beliefs are reflected in how they view the language and how they teach it to enable the students learn the language. It is indicated that they teach language as a means of communication. Further there are two identified methods applied by the teachers, i.e total physical response and communicative language teaching. The four obstacles faced by the teacher are differences of students' learning ability, lack of interest in learning English, lack of concentration of the students, and hyperactive students. This research can be used for pre-service or in service teachers to analyze and it can be used for the other researchers who want to use as a reference for research on the topic of teachers' beliefs in the future.

Keywords: Beliefs, English, teachers, teaching, young learners

